

UTILIZATION OF FILM TECHNOLOGY FOR ANTICORRUPTION LEARNING AMONG STUDENTS IN LAW EDUCATION SUBJECT

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ABSTRACT

Transparency Indonesia released Corruption Perception Index (CPI) in 2018 Indonesia in position 89 out of 180 countries, for the Asian region of Indonesia ranked 4th, ranked 3rd was Malaysia, ranked 2nd was Malaysia and rank -1 is Singapore. With this it is necessary to be more intensive in tackling corruption crimes in Indonesia. Related to the prevention of corruption in Educational Institutions, namely in Higher Education Institutions with Anti-Corruption Education starting in 2019, Entering the General Basic Course or entering the Ethics Course, this is a form of commitment for the Implementation of the Ministry of Research, Technology and Higher Education who signed the Col-laborative Agreement Against Cooperation And eradicating Corruption with the Corruption Eradication Commission (KPK). The purpose of this research is to apply these anti-corruption values in daily life. Student involvement in efforts to eradicate Corruption certainly is not in enforcement efforts, because this is the authority of law enforcement officers. Students' active role is focused on efforts to prevent corruption by helping to build an anti-corruption culture in the community. This study uses a Research Method (R&D).

). In this case, the research conducted only resulted in the Design of Anti-Corruption Education Learning Model De-sign Products Based on Film Analysis, and the design was validated internally (expert opinion). From the results of this study it can be stated that: (a) Film Analysis Model Design Learning Based on Anti-Corruption Education is an effort to better understand Anti-Corruption Education; (b) To foster student interest in more enthusiasm in Learning Anti-Corruption Education because it uses a fun Learning Model; (c) Increase the ability of students to analyze theories of corruption crimes by applying to crimes that occur in the community through the media Learning Model with film screenings; and (d) To sharpen the ability of students in analyzing existing cases relating to corruption, so that it becomes a fortress for them to become reliable human beings not to Corruption.

Keywords— Corruption Prevention, Film Analysis, Literary Works, Students

INTRODUCTION

Corruption is an extraordinary crime, it is caused because it occurs systematically, is widespread, causes state losses and can afflict the people. Hartanti (2006) argues that the factors causing corruption are caused by several factors including: lack of education, poverty, absence of harsh sanctions, dearth of a fertile environment for anti-corruption actors, governance structures, radical change, and awareness of the public are still lacking (Suhariyanto, 2018).

Therefore, the prevention of the crime of corruption in order to be more optimal in handling, it must be integrated with a causative strategy, namely: eradication of corruption through preventive policies (preventive measures) to conditions that will be able to stimulate the occurrence of corruption (Saidi, 2013). Overcoming this corruption is done by synergizing rather than a strategy of action and prevention is the result of the UN Congress on Preventive (crime) crime and criminal justice since the 5th Congress of 1975 in Geneva to the 11th Congress in Bangkok April 18-25,

2005, which recommends that the eradication of corruption must be taken with an integrated approach, both preventive, repressive and educative.

Based on various UN congresses one of which is the Vienna Declaration of the 10th UN Congress (2000) to strengthen that the Education sector is a very important thing to do to prevent corruption argues that the basic strategy in tackling corruption crimes includes two keys, among others are causative countermeasures, which eliminate the causes and conditions that lead to crime; and integral (comprehensive) approach, which is taking efforts to prevent (preventive) crime in a simplistic and fragmentary manner, but from various approaches/ social policies (social, cultural, economic, political, educational, religious and moral aspects).

Efforts made towards controlling corruption are the socialization of these criminal acts of corruption by all parties, one of which is through the Educational Institution in accordance with the results of the UN congress through Anti-Corruption Education which is made / included as general subjects / subjects although the results are long term the length of this is because it

Utilization Of Film Technology For Anticorruption Learning Among Students In Law Education Subject

is related to character education. Anti-Corruption Education is implemented throughout all levels of education including in tertiary institutions, one of the tertiary institutions applies a policy if there are students who are caught cheating for one semester at the time of the exam, even at one university if the alumni is found to be corrupt then the diploma will be withdrawn.

KPK Chairman Agus Rahardjo said that the Anti-Corruption Education was not only related to students but also related to teachers, lecturers, employees and other components, in this case that the overall governance of Higher Education should prioritize Corruption Prevention.

Efforts are made to provide this Anti-corruption Education Course with several examples of learning methods, in addition to lectures given by lecturers, lecturers in implementing this learning method as a basis for being an effective teaching tool one of which is the Learning Method using Film Analysis Method Film Analysis Method is a method of learning by using film as a medium by analyzing the film, by identifying content by interpreting. In Anti-Corruption Education Learning for Students by using Film Analysis Method is not just to explain the storyline or what is seen in the film (synopsis), but to reflect on the film thinking. Thus students will get tangible benefits from the film. can capture moral messages or socio-political attitudes that can be seen from dialogue, actions / scenes, situations, character characters in the film that can be the basis for attitudes / actions / decisions made in their daily activities so that they can be used as a basis / behavior to fortify themselves from corrupt behavior early on.

RESEARCH METHODS

Based on the problems and background above, the research method used by researchers using the Research and Development Method in English is called Research and Development. This research can be carried out leaving a potential or problem. The problem raised is a deviation that occurs from the existence of "Corruption" which can be seen as a national problem. This problem can be overcome through research and development (R&D) methods that are researches that do not design products but do not proceed with making products and do not carry out field testing. In this case the research conducted only resulted in the design of a Learning Model Product Using Film Analysis Media to Prevent Corruption for Students, and the design was validated internally (expert opinion) but not externally tested (field testing). The approach method used in this research is the socio-legal research approach. Steps of Research Methods R and D.

DISCUSSION AND ANALYSIS

Education is an effort to advance the growth of character. In a broad sense that education is the same as life, and education is any situation in life that affects the growth of a person. Education is a learning experience, therefore anti-corruption education provided to students requires a variety of media, one of

them is by using film analysis media so that it can provide a faster understanding for students, considering education is one that can influence a person's student growth. learning objectives can be achieved optimally with various models. In the practice of teaching and learning in classroom, lecturers must realize that there is no learning that is most appropriate for all situations and conditions. It needs the student, the material nature of teaching materials, media facilities available, and condition of the lecturer who gives the subject.

According to Joyce et al., (1996) understanding the model is a plan or pattern used in compiling the curriculum, arranging lecture material, and giving instructions to lecturers in the lecture room in teaching settings or other settings. If related to the delivery of lecture material, the learning model is a systematic design for submitting information and is a tool or method used by lecturers of anti corruption education Courses to regulate learning activities in achieving a goal. Nasution (2017), states that the learning model is a comprehensive approach pattern used to design teaching Anti-Corruption Education Courses.

The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning planners and instructors in Anti-Corruption Education Courses in planning and implementing learning activities (Winataputra, 2001). The learning model is a pattern that explains a process of mentioning and environmental situations that cause students to interact so that special changes occur in themselves in their daily activities.

The learning model is used to achieve the learning objectives, so that with this model the teacher can be helped in achieving the expected learning goals. To apply the learning model, it must be based on learning and learning theory. According to Snelbecker (1974) there are several uses of the theory, namely: (1) theory is needed to systematize research results so that symptoms that were not previously known can be understood, (2) theory functions to generate hypotheses, thereby being able to tell which direction attention must be given and where to look for answers to questions that arise, (3) theory can be used to make predictions, so that not only provide answers to questions that exist now, but also show things that can be expected, (4) theory can be used to explain the symptoms encountered, or in other words through theory can be explained why something symptoms occur. Learning theory is an integrated set of principles that provides instructions for regulating conditions in order to achieve learning objectives.

Each learning model requires a slightly different management system and learning environment. The creation of teaching-learning models is based on the assumption that there are only certain learning models that are suitable to be handled with certain teaching models (Dahlan, 1984). Through certain learning models for students can be directed to achieve learning goals.

Utilization Of Film Technology For Anticorruption Learning Among Students In Law Education Subject

According to Joyce et al. (1996) each model has the elements of syntmatic, social systems, reaction principles, support systems, and instructional and accompaniment impacts. Syntactic is the stages of the model activity. The social system is a situation or atmosphere, and norms that apply in a learning model. The principle of reaction is a pattern of activities that illustrates how teachers should see and treat students. The support system is all the tools, materials and tools needed for a model. Instructional Impacts are learning outcomes achieved directly by students on the expected goals while accompaniment impacts are other learning outcomes generated by a learning process, as a result of the creation of a learning atmosphere that is experienced directly by the Students.

Other experts provide some understanding of the media. Smaldino (2005) explains that the media is a communication tool and source of information. The word media refers to everything that brings information from a source to the recipient. Rahardjo (1984) provides conclusions about learning media, that media is a container of messages by the source or distributor that wants to be forwarded to the target or recipient of the message. The material to be conveyed is a learning message, and the intended purpose want to achieve is the occurrence of the learning process.

Hamalik (1993) formulates the media in the narrow sense and in the broad sense. In the narrow sense, learning media only includes media that can only be used effectively in a planned learning process. While in a broad sense, the media does not only cover complex electronic communication media, but also includes simple tools, such as slides, photography, diagrams, and audio-visual such as film. In line with the view of the lecturer is also considered as a medium of presentation, in addition to radio and television because they both need and use a lot of time to convey information to students. Only lecturers who have other functions such as preparing learning plans and carrying out assessments, while the tools do not perform these functions.

There are several types of media that can be used in learning. Kemp (1989) classifies media into several media categories. First, real things including guest speakers, objects and models that are simulations of real objects. Second, display materials, such as printed or photocopied paper, boards write and flipcharts, diagrams, charts, pictures, films, photographs, worksheets, CD-ROMs, and photo CDs. Third, audio recordings, such as audiocassette recording and audio CD recording. Fourth, projected pictures, including overhead transparency, computer-generated images, slides, and filmstrips. Fifth, projected moving pictures, such as films and videotapes. Sixth, combinations of media, which are a combination of several media, and seventh, interactive technologies, including Computer-Based Instruction (CBI) and multimedia applications. learning media can also help students improve understanding, data presentation by attracting and trustworthy, easy interpretation of data, and compaction

of information. According to Sadiman (2009) the function or use of media include making concrete abstract concepts, bringing dangerous or hard-to-get objects into the learning environment, displaying objects that are too large, displaying objects which cannot be observed with the naked eye, observing movements that are too fast, allows students to interact directly with their environment, allowing the freshness of observation and perception for student learning observations, arousing learning motivation, present learning information consistently and can be repeated or stored as needed, present learning messages or information simultaneously, without limitation of time or space, and control the direction and speed of student learning. Based on the expertise of media users, media can be grouped into two. First, media that do not require special expertise, for example: white board, transparency (OHT), printed material (books, modules, handouts). Second, media that requires expertise specifically namely: audio visual programs, slide programs, Microsoft PowerPoint and internet programs.

Film Analysis Method is a learning method using film as a medium by analyzing the film, by identifying content by interpreting. The objectives of analyzing this corruption film are that students will be able to apply the theories of corruption and anti-corruption that have been obtained as an analysis tool for films; students are trained to identify corrupt behaviors and their effects, which will also be faced in real life; students will get additional skills to interpret the film; students will get inspiration not to do corrupt actions and become a lecturer tool in providing a deepening of cognitive and affective effects for students.

Film material that must be prepared are film for delivering anti-corruption messages to students. Then the lecturer will choose from films produced by the KPK or parties engaged in anti-corruption. The film to be selected is of a fairly long duration because it serves to fill one session of lecture.

Anti-corruption education learning for students using film analysis method is not just to explain the storyline or what is seen in the film (synopsis), but to reflect on the film's thinking. Thus students will get tangible benefits from the film. In analyzing the film the things that must be done by students in analyzing the film are capturing moral messages or socio-political attitudes that can be seen from dialogue, actions / scenes, the situation of the characters in the film; capturing things that might not be seen, for example from how the characters change throughout the film. It is here that different interpretations of students will emerge. Several situations in the film will make students understand what attitudes / actions / decisions should be made in similar situations. They are also expected to be able to conclude the whole film from the explicit and implicit earlier as a certain picture of the community. Film Analysis Method is a learning method using film as a medium by analyzing the film, by identifying content by interpreting.

Utilization Of Film Technology For Anticorruption Learning Among Students In Law Education Subject

CONCLUSION

It can be argued that by using the learning method to analyze the film with the theme of corruption is that students will be able to apply the theories of corruption and anti-corruption that have been obtained as an analysis tool for films; students are trained to identify corrupt behaviors and their effects, which will also be faced in real life; students will get additional skills to interpret the film; students will get inspiration not to do corrupt actions. The film also becomes a lecturer tool in providing a deepening of cognitive and affective effects for students. By using the learning method of anti-corruption education in higher education through audio visual by analyzing a film with the theme of corruption implemented since this method provides a new atmosphere for learning methods and can be as a basis for the formation of character values for oneself for anti-corruption. It can also be used as learning for day-to-day implementation considering the film shown is related to things that happen in the community, especially the character values for anti-corruption.

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